

# GET REAL ABOUT TOBACCO

## **Correlations between Idaho's Standards for Achievement in Language Arts and Lessons in *Get Real about Tobacco*™**

*The following charts identify the lessons in Get Real about Tobacco™ that are consistent with Idaho's Standards for Achievement in Language Arts. Three things should be noted: First, a lesson might be consistent with a standard listed in a higher grade-level section, but isn't identified in that section. Second, because of the interactive nature of the lessons in Get Real about Tobacco™, some lessons may not address the standard explicitly but are nonetheless adaptable to meet the standard. And third, some of the standards may be addressed in various, nonspecific parts throughout the curriculum.*

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## Kindergarten

### Reading

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	Lesson 1, What Is Tobacco?; Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 2, The Man with the Smoke; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
read to locate information from a variety of traditional, technical, and electronic sources	
read for technical information	

### Writing

<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write and edit for correctness and clarity	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

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**Listening**

<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	
listen for critical analysis and evaluation	
listen to and follow directions	<i>all lessons</i>

**Speaking**

<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	
speak for critical analysis and evaluation	

**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, What Is Tobacco?; Lesson 6, <i>The Self-Control Skill™</i> , Day 1; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
view media sources for personal response and expression	Lesson 3, Messages from Media
view media to engage in critical analysis and evaluation	Lesson 3, Messages from Media

**Grade 1****Reading**

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	Lesson 1, What Is Tobacco?; Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 2, The Man with the Smoke; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>

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read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
read to locate information from a variety of traditional, technical, and electronic sources	
read for technical information	

## Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write and edit for correctness and clarity	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

## Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	
listen for critical analysis and evaluation	
listen to and follow directions	<i>all lessons</i>

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**Speaking**

<b>Standard (The student will:)</b>	<b>Lesson</b>
speaking to share understanding of information	<i>in lessons throughout the unit</i>
speaking for literary response and expression	
speaking for critical analysis and evaluation	

**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
viewing for information and understanding	Lesson 1, What Is Tobacco?; Lesson 6, <i>The Self-Control Skill™</i> , Day 1; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
viewing media sources for personal response and expression	Lesson 3, Messages from Media
viewing media to engage in critical analysis and evaluation	Lesson 3, Messages from Media

**Grade 2****Reading**

<b>Standard (The student will:)</b>	<b>Lesson</b>
reading a variety of traditional and electronic materials for information and understanding	Lesson 1, What Is Tobacco?; Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 2, The Man with the Smoke; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
reading and responding to a variety of literature to compare and contrast the many dimensions of the human experience	
reading a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
reading to locate information from a variety of traditional, technical, and electronic sources	
reading for technical information	

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**Writing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write and edit for correctness and clarity	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

**Listening**

<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	
listen for critical analysis and evaluation	
listen to and follow directions	<i>all lessons</i>

**Speaking**

<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	
speak for critical analysis and evaluation	

**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, What Is Tobacco?; Lesson 6, <i>The Self-Control Skill™</i> , Day 1; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
view media sources for personal response and expression	Lesson 3, Messages from Media
view media to engage in critical analysis and evaluation	Lesson 3, Messages from Media

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## Grade 3

### Reading

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	Lesson 1, What Is Tobacco?; Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 2, The Man with the Smoke; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
read to locate information from a variety of traditional, technical, and electronic sources	
read for technical information	

### Writing

<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write and edit for correctness and clarity	Lesson 3, Messages from Media; Lesson 8, <i>The Self-Control Skill™</i> , Day 3; Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 1, The Tobacco Puzzle; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

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**Listening**

<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	
listen for critical analysis and evaluation	

**Speaking**

<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	
speak for critical analysis and evaluation	

**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, What Is Tobacco?; Lesson 6, <i>The Self-Control Skill™</i> , Day 1; Follow-up Lesson 3, Getting Support in Using <i>The Self-Control Skill™</i>
view media sources for personal response and expression	Lesson 3, Messages from Media
view media to engage in critical analysis and evaluation	Lesson 3, Messages from Media
use a variety of resources to produce visuals that communicate through print and non-print media	Lesson 9, Encouraging Others not to Use Tobacco; Follow-up Lesson 2, The Man with the Smoke

**Grade 4****Reading**

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, Changing Attitudes; Lesson 2, What Tobacco Does; Lesson 4, Countering the Messages; Lesson; Follow-up Lesson 1, Students as Teachers</i>

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read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 4, Countering the Messages
read to locate information from a variety of traditional, technical, and electronic sources	
read for technical information	
<b>Writing</b>	
<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	Lesson 1, Changing Attitudes; Lesson 4, Countering the Messages
write and edit for correctness and clarity	Lesson 1, Changing Attitudes; Lesson 4, Countering the Messages
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	
<b>Listening</b>	
<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 9, Strategies to Help Others
listen for critical analysis and evaluation	Lesson 9, Strategies to Help Others
<b>Speaking</b>	
<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit</i> , especially Lesson 9, Strategies to Help Others; Follow-up Lesson 1, Students as Teachers
speak for literary response and expression	Lesson 2, What Tobacco Does
speak for critical analysis and evaluation	

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**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, Changing Attitudes; Lesson 3, Messages about Tobacco; Lesson 5, Don't Even Try It; Lesson 6, <i>The Refusal Skill for Self-Control™</i> ; Lesson 7, <i>The Refusal Skill™</i> , Day 1; Lesson 8, <i>The Refusal Skill™</i> , Day 2
view media sources for personal response and expression	Lesson 3, Messages about Tobacco
view media to engage in critical analysis and evaluation	Lesson 3, Messages about Tobacco
use a variety of resources to produce visuals that communicate through print and non-print media	

**Grade 5****Reading**

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, Changing Attitudes; Lesson 2, What Tobacco Does; Lesson 4, Countering the Messages; Lesson; Follow-up Lesson 1, Students as Teachers
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 4, Countering the Messages
read to locate information from a variety of traditional, technical, and electronic sources	
read for technical information	

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**Writing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	Lesson 1, Changing Attitudes; Lesson 4, Countering the Messages
write and edit for correctness and clarity	Lesson 1, Changing Attitudes; Lesson 4, Countering the Messages
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

**Listening**

<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 9, Strategies to Help Others
listen for critical analysis and evaluation	Lesson 9, Strategies to Help Others

**Speaking**

<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit, especially Lesson 9, Strategies to Help Others; Follow-up Lesson 1, Students as Teachers</i>
speak for literary response and expression	Lesson 2, What Tobacco Does
speak for critical analysis and evaluation	

**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, Changing Attitudes; Lesson 3, Messages about Tobacco; Lesson 5, Don't Even Try It; Lesson 6, <i>The Refusal Skill for Self-Control™</i> ; Lesson 7, <i>The Refusal Skill™</i> , Day 1; Lesson 8, <i>The Refusal Skill™</i> , Day 2
view media sources for personal response and expression	Lesson 3, Messages about Tobacco
view media to engage in critical analysis and evaluation	Lesson 3, Messages about Tobacco
use a variety of resources to produce visuals that communicate through print and non-print media	

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## Grade 6

### Reading

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, Changing Attitudes; Lesson 2, What Tobacco Does; Lesson 4, Countering the Messages; Lesson; Follow-up Lesson 1, Students as Teachers</i>
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 4, Countering the Messages
read to locate information from a variety of traditional, technical, and electronic sources	
read for technical information	

### Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 1, Changing Attitudes; Lesson 4, Countering the Messages
write and edit for correctness and clarity	Lesson 1, Changing Attitudes; Lesson 4, Countering the Messages
write to inform and explain	
write for literary response and expression	
write to critically analyze and evaluate	Lesson 1, Changing Attitudes; Lesson 4, Countering the Messages
write to gather, synthesize, and communicate research findings	
write technical information	

### Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 9, Strategies to Help Others
listen for critical analysis and evaluation	Lesson 9, Strategies to Help Others

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**Speaking**

<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit, especially Lesson 9, Strategies to Help Others; Follow-up Lesson 1, Students as Teachers</i>
speak for literary response and expression	Lesson 2, What Tobacco Does
speak for critical analysis and evaluation	

**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, Changing Attitudes; Lesson 3, Messages about Tobacco; Lesson 5, Don't Even Try It; Lesson 6, <i>The Refusal Skill for Self-Control™</i> ; Lesson 7, <i>The Refusal Skill™</i> , Day 1; Lesson 8, <i>The Refusal Skill™</i> , Day 2
view media sources for personal response and expression	Lesson 3, Messages about Tobacco
view media to engage in critical analysis and evaluation	Lesson 3, Messages about Tobacco
use a variety of resources to produce visuals that communicate through print and non-print media	

**Grade 7****Reading**

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, The Norms around Using Tobacco; Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke; Lesson 6, Resisting the Influences; Follow-up Lesson 1, Review; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	

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read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
read to locate information from a variety of traditional, technical, and electronic sources	<i>in lessons throughout the unit, especially</i> Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places
read for technical information	Follow-up Lesson 2, Surveying Students

## Writing

<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	<i>in lessons throughout the unit, especially</i> Lesson 2, The Effects of Using Tobacco; Lesson 6, Resisting the Influences; Fol- low-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places
write and edit for correctness and clarity	<i>in lessons throughout the unit, especially</i> Lesson 2, The Effects of Using Tobacco; Lesson 6, Resisting the Influences; Fol- low-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places
write to inform and explain	<i>in lessons throughout the unit, especially</i> Lesson 2, The Effects of Using Tobacco; Lesson 6, Resisting the Influences; Fol- low-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places
write for literary response and expression	
write to critically analyze and evaluate	<i>in lessons throughout the unit, especially</i> Lesson 2, The Effects of Using Tobacco; Lesson 6, Resisting the Influences; Fol- low-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places
write to gather, synthesize, and communi- cate research findings	<i>in lessons throughout the unit, especially</i> Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places
write technical information Flashpoint Development, for United Learning	Follow-up Lesson 2, Surveying Students



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**Listening**

<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons, especially</i> Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke
listen for literary response and expression	Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke
listen for critical analysis and evaluation	<i>in lessons throughout the unit, especially</i> Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke; Lesson 4, Influences, Day 1; Lesson 5, Influences, Day 2; Lesson 6, Influences, Day 3; Follow-up Lesson 1, Review; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places

**Speaking**

<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit, especially</i> Lesson 3, Sidestream Smoke; Follow-up Lesson 1, Review; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places
speak for literary response and expression	Lesson 2, The Effects of Using Tobacco
speak for critical analysis and evaluation	<i>in lessons throughout the unit, especially</i> Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places

**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, The Norms around Using Tobacco; Lesson 2, The Effects of Using Tobacco; Lesson 4, Influences, Day 1
view media sources for personal response and expression	
view media to engage in critical analysis and evaluation	Lesson 2, The Effects of Using Tobacco; Lesson 4, Influences, Day 1; Lesson 5, Influences, Day 2; Lesson 6, Resisting the Influences

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## Grade 8

### Reading

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, The Norms around Using Tobacco; Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke; Lesson 6, Resisting the Influences; Follow-up Lesson 1, Review; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
read to locate information from a variety of traditional, technical, and electronic sources	<i>in lessons throughout the unit, especially Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
read for technical information	Follow-up Lesson 2, Surveying Students

### Writing

<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	<i>in lessons throughout the unit, especially Lesson 2, The Effects of Using Tobacco; Lesson 6, Resisting the Influences; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
write and edit for correctness and clarity	<i>in lessons throughout the unit, especially Lesson 2, The Effects of Using Tobacco; Lesson 6, Resisting the Influences; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
write an expository essay that aligns with the eighth-grade writing assessment to inform and explain	

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write for literary response and expression	
write to critically analyze and evaluate within the confines of eight-grade science and social studies curriculum	<i>in lessons throughout the unit, especially Lesson 2, The Effects of Using Tobacco; Lesson 6, Resisting the Influences; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
write to gather, synthesize, and communicate research findings	<i>in lessons throughout the unit, especially Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
write technical information	Follow-up Lesson 2, Surveying Students

### Listening

<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons, especially Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke</i>
listen for literary response and expression	Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke
listen for critical analysis and evaluation	<i>in lessons throughout the unit, especially Lesson 2, The Effects of Using Tobacco; Lesson 3, Sidestream Smoke; Lesson 4, Influences, Day 1; Lesson 5, Influences, Day 2; Lesson 6, Influences, Day 3; Follow-up Lesson 1, Review; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>

### Speaking

<b>Standard (The student will:)</b>	<b>Lesson</b>
speak to share understanding of information	<i>in lessons throughout the unit, especially Lesson 3, Sidestream Smoke; Follow-up Lesson 1, Review; Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>
speak for literary response and expression	Lesson 2, The Effects of Using Tobacco
speak for critical analysis and evaluation	<i>in lessons throughout the unit, especially Follow-up Lesson 2, Surveying Students; Follow-up Lesson 3, Smoking in Public Places</i>

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**Viewing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
view for information and understanding	Lesson 1, The Norms around Using Tobacco; Lesson 2, The Effects of Using Tobacco; Lesson 4, Influences, Day 1
view media sources for personal response and expression	
view media to engage in critical analysis and evaluation	Lesson 2, The Effects of Using Tobacco; Lesson 4, Influences, Day 1; Lesson 5, Influences, Day 2; Lesson 6, Resisting the Influences

**Grades 9-12****Reading**

<b>Standard (The student will:)</b>	<b>Lesson</b>
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, Teaching Younger Students about Tobacco, Day 1; Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 3, Addiction; Lesson 6, Responsibility for Tobacco Use; Lesson 12, Quitting Tobacco Use, Day 1; Follow-up Lesson 1, Review; Follow-up Lesson 2, Changing the Future
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 4, Pack of Lies; Lesson 5, Models
read to locate information from a variety of traditional, technical, and electronic sources	
read for technical information	

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**Writing**

<b>Standard (The student will:)</b>	<b>Lesson</b>
understand and use the writing process	<i>in lessons throughout the unit, especially Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 3, Addiction; Lesson 4, Pack of Lies; Follow-up Lesson 2, Changing the Future</i>
write and edit for correctness and clarity	<i>in lessons throughout the unit, especially Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 3, Addiction; Lesson 4, Pack of Lies; Follow-up Lesson 2, Changing the Future</i>
write to inform and explain	<i>in lessons throughout the unit, especially Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 3, Addiction; Lesson 4, Pack of Lies; Follow-up Lesson 2, Changing the Future</i>
write for literary response and expression	
write to critically analyze and evaluate	
write to gather, synthesize, and communicate research findings	Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 3, Addiction; Lesson 4, Pack of Lies; Follow-up Lesson 2, Changing the Future
write technical information	

**Listening**

<b>Standard (The student will:)</b>	<b>Lesson</b>
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 6, Responsibility for Tobacco Use
listen for critical analysis and evaluation	Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 3, Addiction; Lesson 6, Responsibility for Tobacco Use; Lesson 13, Quitting Tobacco Use, Day 2; Follow-up Lesson 1, Review; Follow-up Lesson 2, Changing the Future

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**Speaking****Standard (The student will:)**

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit, especially Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 5, Models; Lesson 12, Quitting Tobacco Use, Day 1; Lesson 13, Quitting Tobacco Use, Day 2; Follow-up Lesson 1, Review; Follow-up Lesson 2, Changing the Future</i>
speak for literary response and expression	
speak for critical analysis and evaluation	Lesson 2, Teaching Younger Students about Tobacco, Day 2; Lesson 5, Models; Lesson 12, Quitting Tobacco Use, Day 1; Lesson 13, Quitting Tobacco Use, Day 2; Follow-up Lesson 1, Review; Follow-up Lesson 2, Changing the Future

**Viewing****Standard (The student will:)**

Standard (The student will:)	Lesson
view for information and understanding	Lesson 4, Pack of Lies; Lesson 6, Responsibility for Tobacco Use; Lesson 8, Real World Refusal Skills; Lesson 9, <i>The Refusal Skill</i> ™, Day 1; Lesson 13, Quitting Tobacco Use, Day 2
view media sources for personal response and expression	Lesson 4, Pack of Lies; Lesson 6, Responsibility for Tobacco Use
view media to engage in critical analysis and evaluation	Lesson 4, Pack of Lies

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